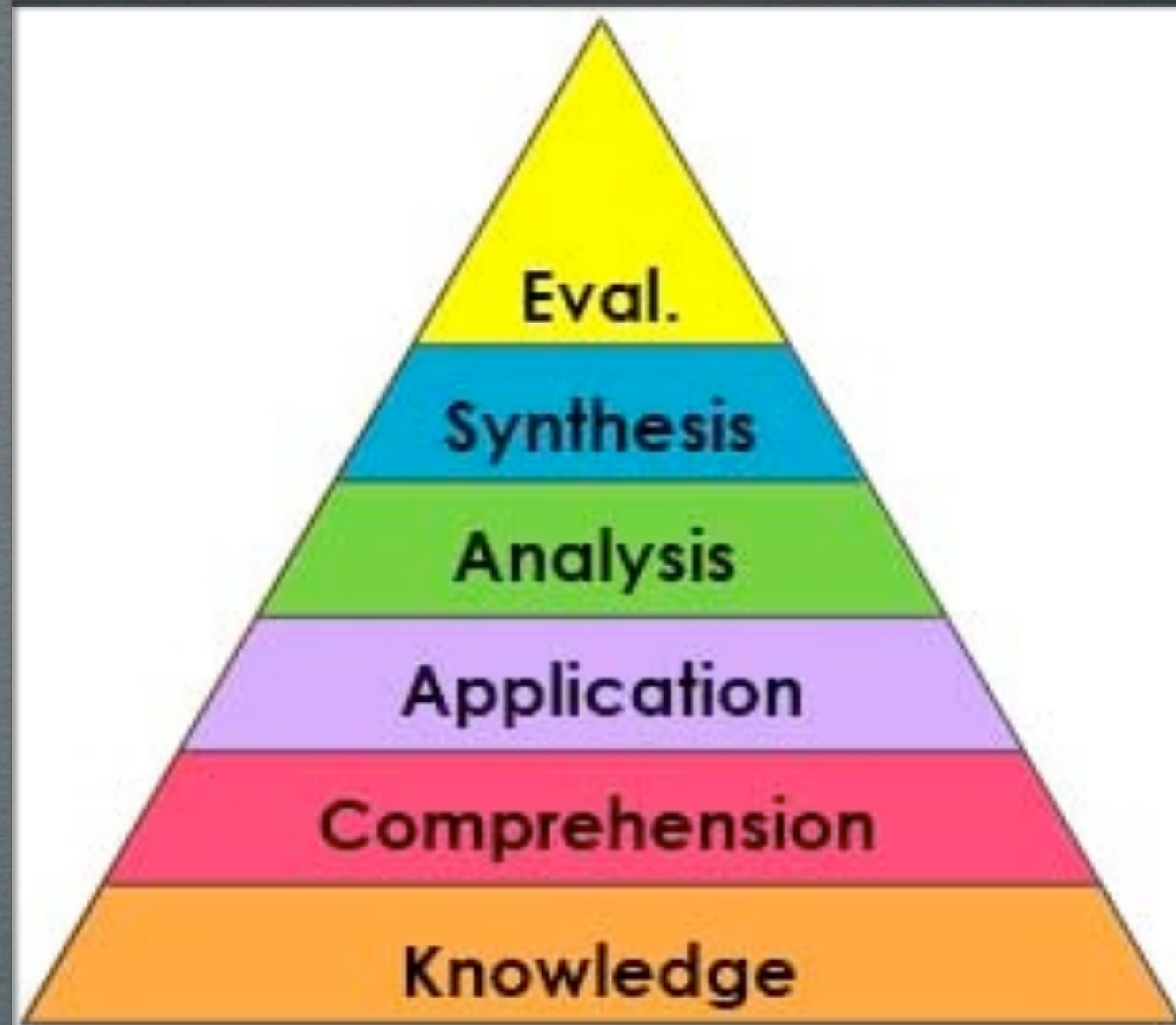
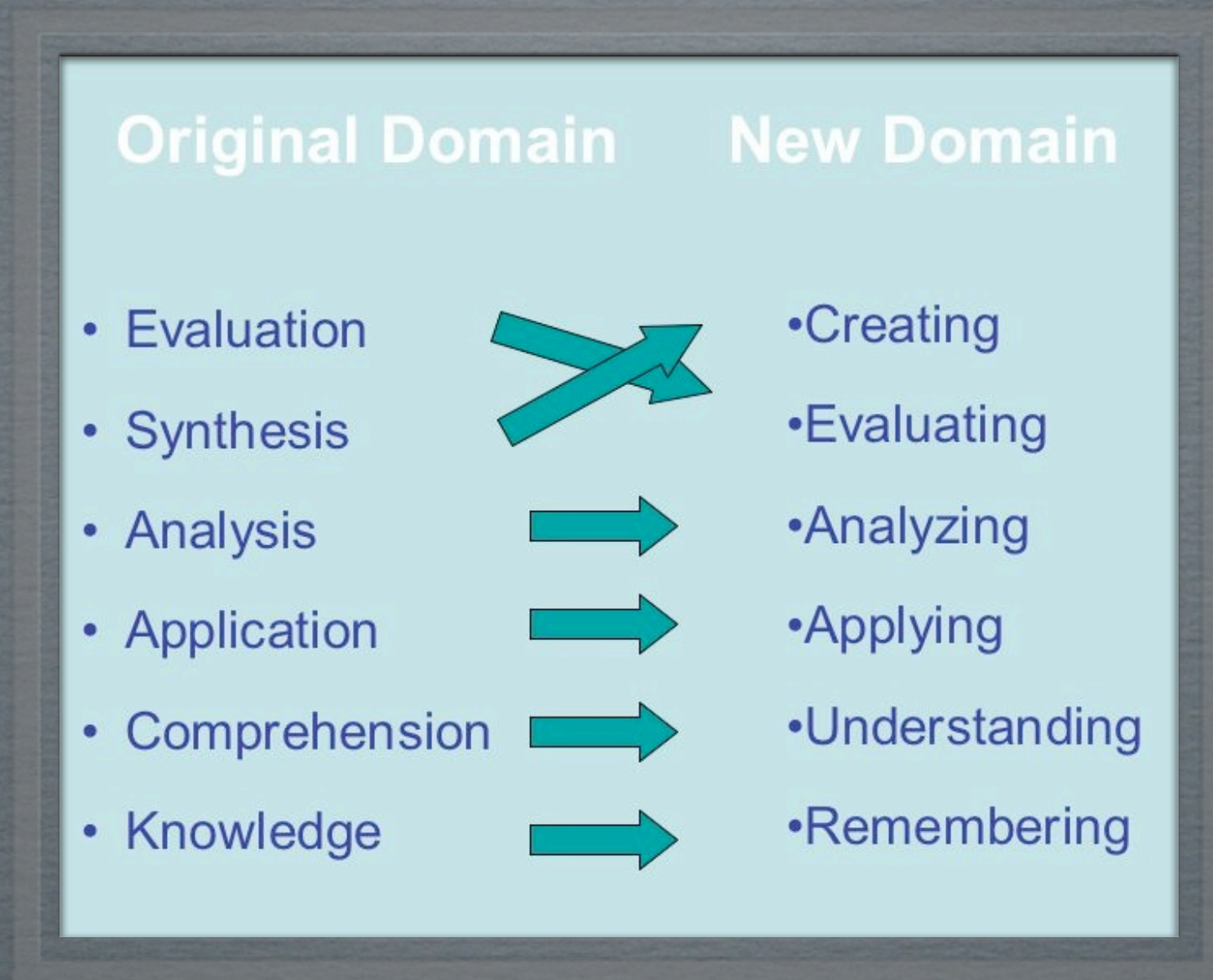


THE EFFECTIVE 21ST CENTURY EDUCATOR

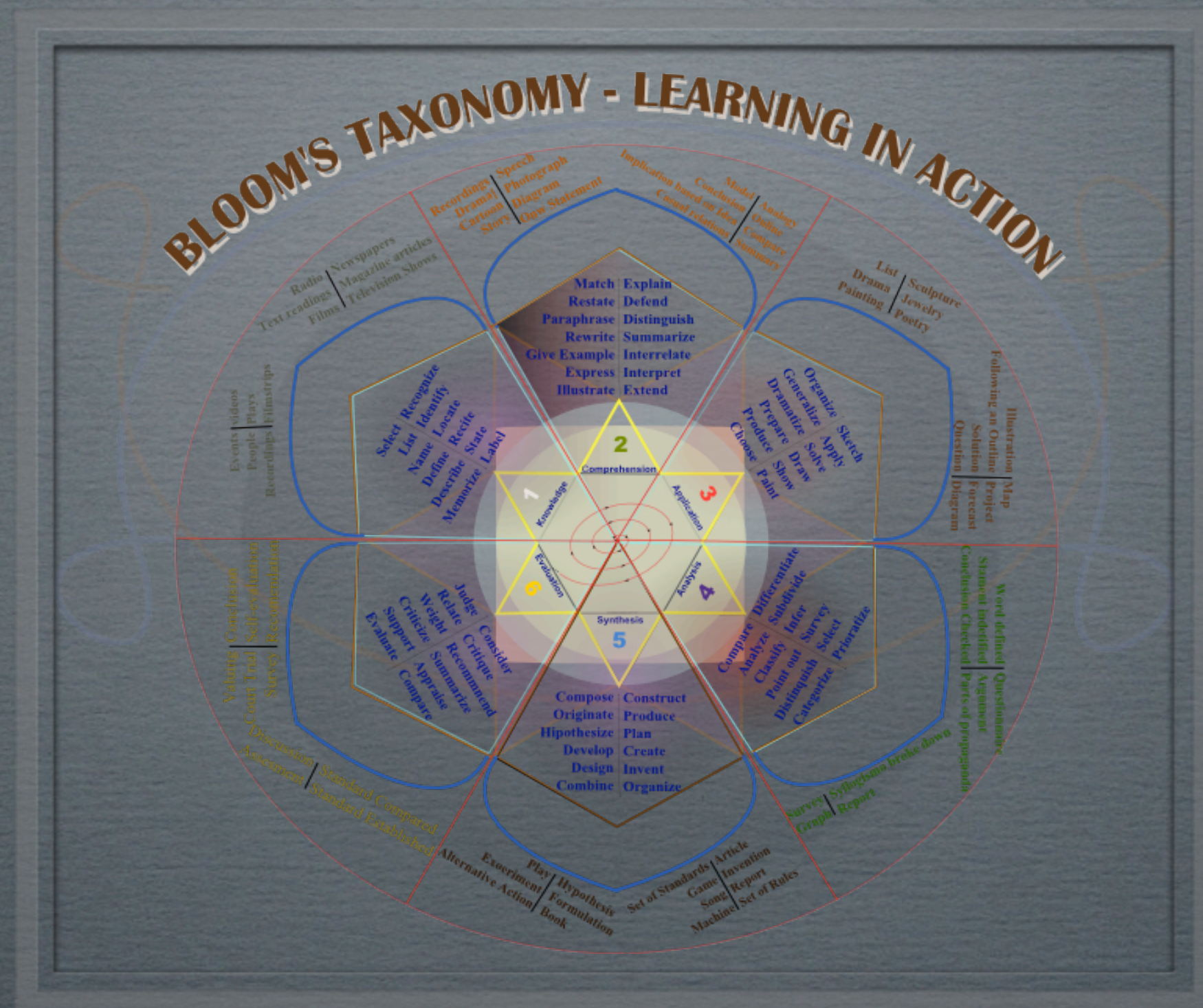
PRESENTED BY:
CORINNE HAYES,
WM. HENRY HARRISON HS



BLOOM'S ORIGINAL TAXONOMY

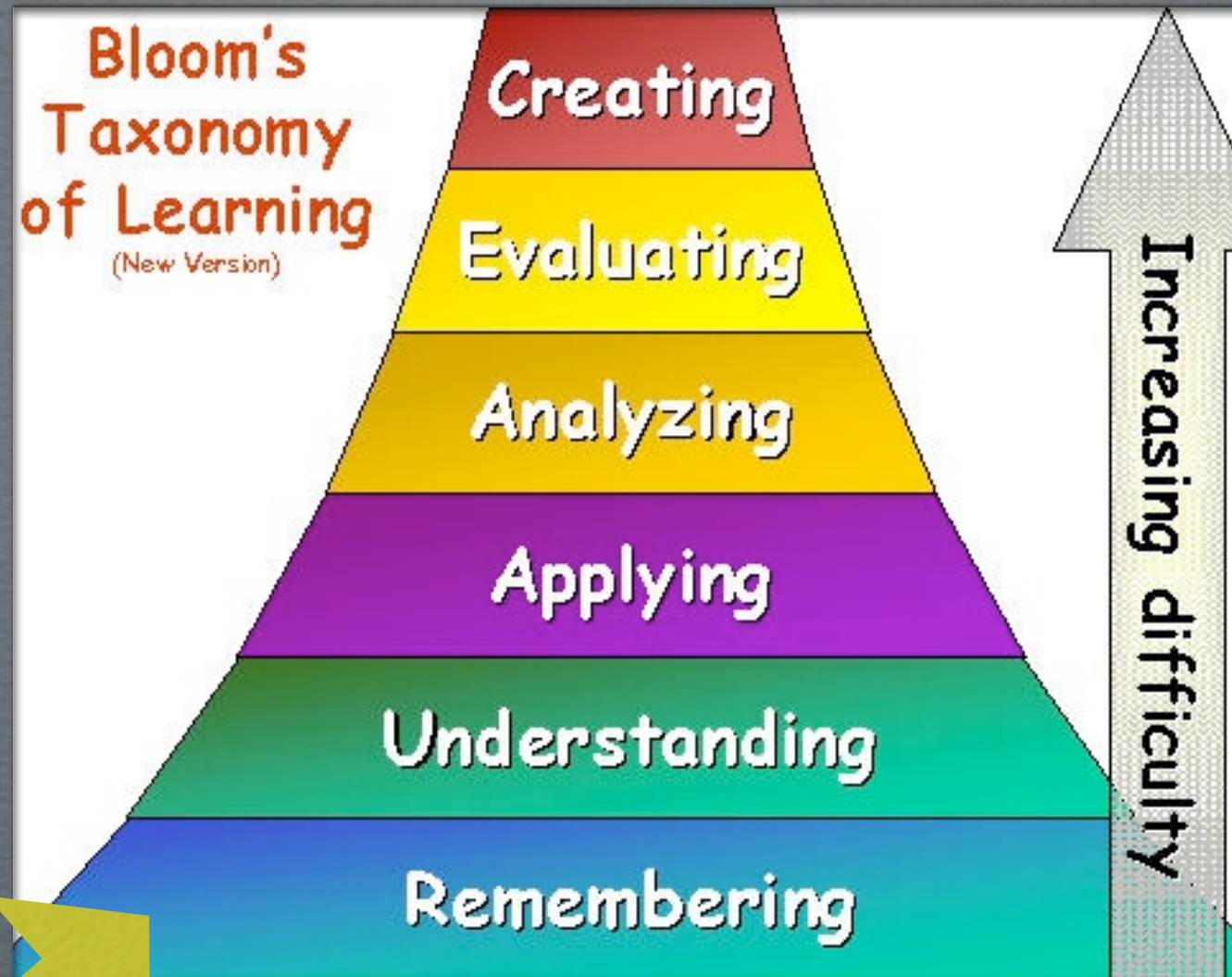


BLOOM'S REVISED TAXONOMY



BLOOM'S ROSE

**Bloom's
Taxonomy
of Learning**
(New Version)



DOMAIN 1:
REMEMBERING

STUDENTS RECALL
INFORMATION,
RECITE OR WRITE

BASIC LEVEL

ASSIGNMENTS REQUIRE STUDENTS TO
REMEMBER INFORMATION OR MAKE SIMPLE
EXPLANATIONS SUCH AS:

- ✿ Answer who, what, where and when
types of questions
- ✿ Identify parts
- ✿ Recognize relationships

1. REMEMBERING (KNOWLEDGE) SKILLS

☼ Select

☼ Label

☼ List

☼ Identify

☼ Name

☼ Locate

☼ Define

☼ Recite

☼ Describe

☼ State

☼ Memorize

☼ Recognize

21ST CENTURY KNOWLEDGE

- ✻ Bullet-pointing
- ✻ Highlighting
- ✻ Bookmarking
- ✻ Social Networking
- ✻ Social Bookmarking
- ✻ Favoriting/ Local Bookmarking
- ✻ Searching
- ✻ Googling

TRADITIONAL RESOURCES

☼ Radio

☼ Events

☼ Text Readings

☼ People

☼ Films

☼ Recordings

☼ Newspapers

☼ Videos

☼ Magazines

☼ Plays

☼ Television

☼ Filmstrips

21ST CENTURY RESOURCES

✻ Google

✻ Google Docs

✻ YouTube

✻ Visuwords

✻ FlickrR

✻ CoboCards

✻ iTunes

✻ Quizlet

✻ Ninja Words

✻ creately

✻ Flashcard Exchange

✻ Quia

✻ del.icio.us

21ST CENTURY COMMUNICATION SPECTRUM

☼ Texting

☼ Instant Messaging

☼ Twittering /
Microblogging


☼ E-mailing

☼ Chatting

TASK 1A:

- ✻ Identify the traditional ways in which you currently use the most basic level of Bloom's Taxonomy, *Remembering*, in your daily classroom instruction.

MINI-LESSON

The Quizlet logo, featuring the word "Quizlet" in white serif font on a blue rectangular background.

- ✿ Objective: Learn to use Quizlet to enhance the learning of vocabulary

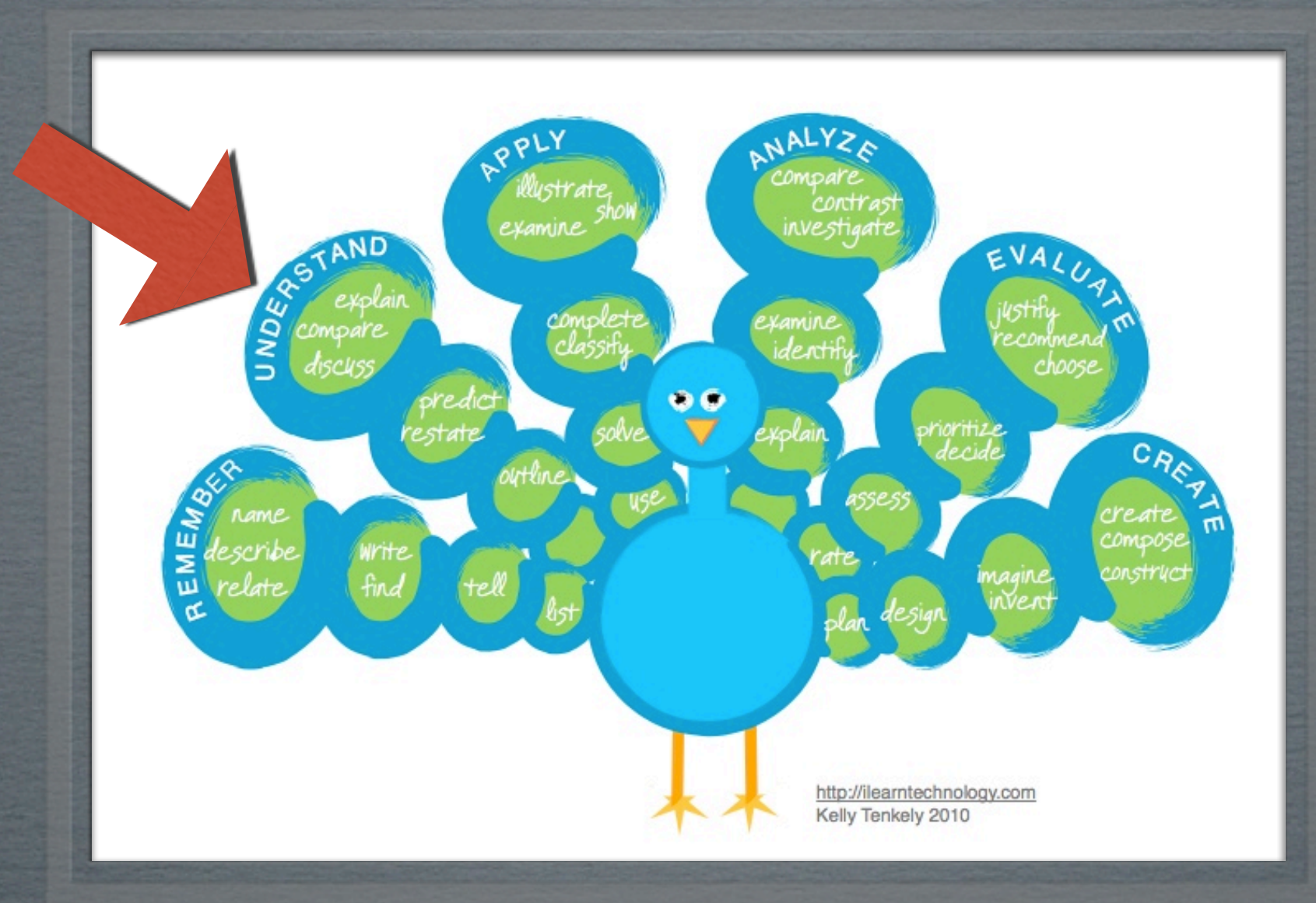
- ✿ Website:
www.quizlet.com

- ✿ Experiment using basic greetings vocabulary (search pre-made cards, then create your own set)

- ✿ Extension: App Store users, search “Flashcards +”
Android users, search “QuizYourBrain”

TASK 1 B:

- ✻ With a partner, investigate a digital resource with which you are unfamiliar. Create a mini-lesson that addresses the “knowledge” domain.



DOMAIN 2: UNDERSTANDING

STUDENTS
RESTATE THE
INFORMATION IN
THEIR OWN WORDS

2. UNDERSTANDING (COMPREHENSION) SKILLS

✻ Match

✻ Explain

✻ Restate

✻ Defend

✻ Paraphrase

✻ Distinguish

✻ Rewrite

✻ Summarize

✻ Give example

✻ Interrelate

✻ Express

✻ Interpret

✻ Illustrate

✻ Extend

21ST CENTURY COMPREHENSION

✻ Advanced Searches

✻ Commenting

✻ Boolean searches

✻ Annotating

✻ Blog journaling

✻ Subscribing

✻ Twittering

✻ Categorizing

✻ Tagging

TRADITIONAL RESOURCES

✻ Recordings

✻ Drama

✻ Cartoon

✻ Story

✻ Speech

✻ Photograph

✻ Diagram

✻ Own statement

✻ Model

✻ Conclusion

✻ Implication from ideas

✻ Casual relations

✻ Analogy

✻ Outline

✻ Compare

✻ Summary

21ST CENTURY RESOURCES

✻ Slideshare

✻ Google News

✻ JohnLocker.com

✻ Twitter

✻ United Streaming

✻ Facebook

✻ Jeopardy Labs

✻ Skype

✻ Technorati

✻ TED

✻ Wikispaces

✻ YouTube

✻ Webspiration

✻ bubbl.us

21ST CENTURY COMMUNICATION SPECTRUM

✻ Texting

✻ Contributing

✻ Instant Messaging

✻ Networking

✻ Twittering /
Microblogging

✻ E-mailing

✻ Chatting

TASK 2A:

- ✻ Identify the traditional ways in which you currently use the second level of Bloom's Taxonomy, *Understanding*, in your daily classroom instruction.

MINI-LESSON



- ✻ Objective: Use music to interpret language and culture

- ✻ Website:
www.youtube.com

- ✻ Firewall workaround:
www.zamzar.com

- ✻ Find an appropriate current music video to share with your students

- ✻ Extension: Using websites like paroles.net, find lyrics to match the video and go over with students

TASK 2B:

- ✻ With a new partner, investigate a digital resource with which you are unfamiliar. Create a mini-lesson that addresses the “comprehension” domain.



DOMAIN 3:

APPLYING

STUDENTS APPLY
THE INFORMATION
IN ONE OR MORE
CONTEXTS

PROFICIENT LEVEL

QUESTIONS AND ASSIGNMENTS REQUIRE STUDENTS TO APPLY OR ANALYZE INFORMATION LEARNED SUCH AS:

- ✻ Defend ideas and give supporting examples
- ✻ Understand reasoning and relevance
- ✻ Apply knowledge to everyday situations
- ✻ Judge and defend the reasonableness of answers

3. APPLYING (APPLICATION) SKILLS

✻ Organize

✻ Sketch

✻ Generalize

✻ Apply

✻ Dramatize

✻ Solve

✻ Prepare

✻ Draw

✻ Produce

✻ Show

✻ Choose

✻ Paint

21ST CENTURY APPLICATION

✱ Running

✱ Sharing

✱ Loading

✱ Editing

✱ Playing

✱ Operating

✱ Hacking

✱ Uploading

TRADITIONAL RESOURCES

✻ List

✻ Solution

✻ Drama

✻ Questions

✻ Painting

✻ Follow an Outline

✻ Sculpture

✻ Map

✻ Jewelry

✻ Project

✻ Poetry

✻ Forecast

✻ Illustration

✻ Diagram

21ST CENTURY RESOURCES

✻ Wikispaces

✻ Scribble Maps

✻ Google Earth

✻ SmartNotebook/Mimio
Studio Notebook

✻ Google SketchUp

✻ Google Voice

✻ Storybird

✻ Comic Creator

✻ Evernote

✻ Blogger

✻ Bio-Cube

✻ Moodle

21ST CENTURY COMMUNICATION SPECTRUM

✻ Texting

✻ Contributing

✻ Instant Messaging

✻ Networking

✻ Twittering /
Microblogging

✻ Posting and Blogging

✻ E-mailing

✻ Replying

✻ Chatting

TASK 3A:

- ✻ Identify the traditional ways in which you currently use the third level of Bloom's Taxonomy, *Applying*, in your daily classroom instruction.

MINI-LESSON



✻ Objective: Use Wikispaces as a platform for students to upload and share projects

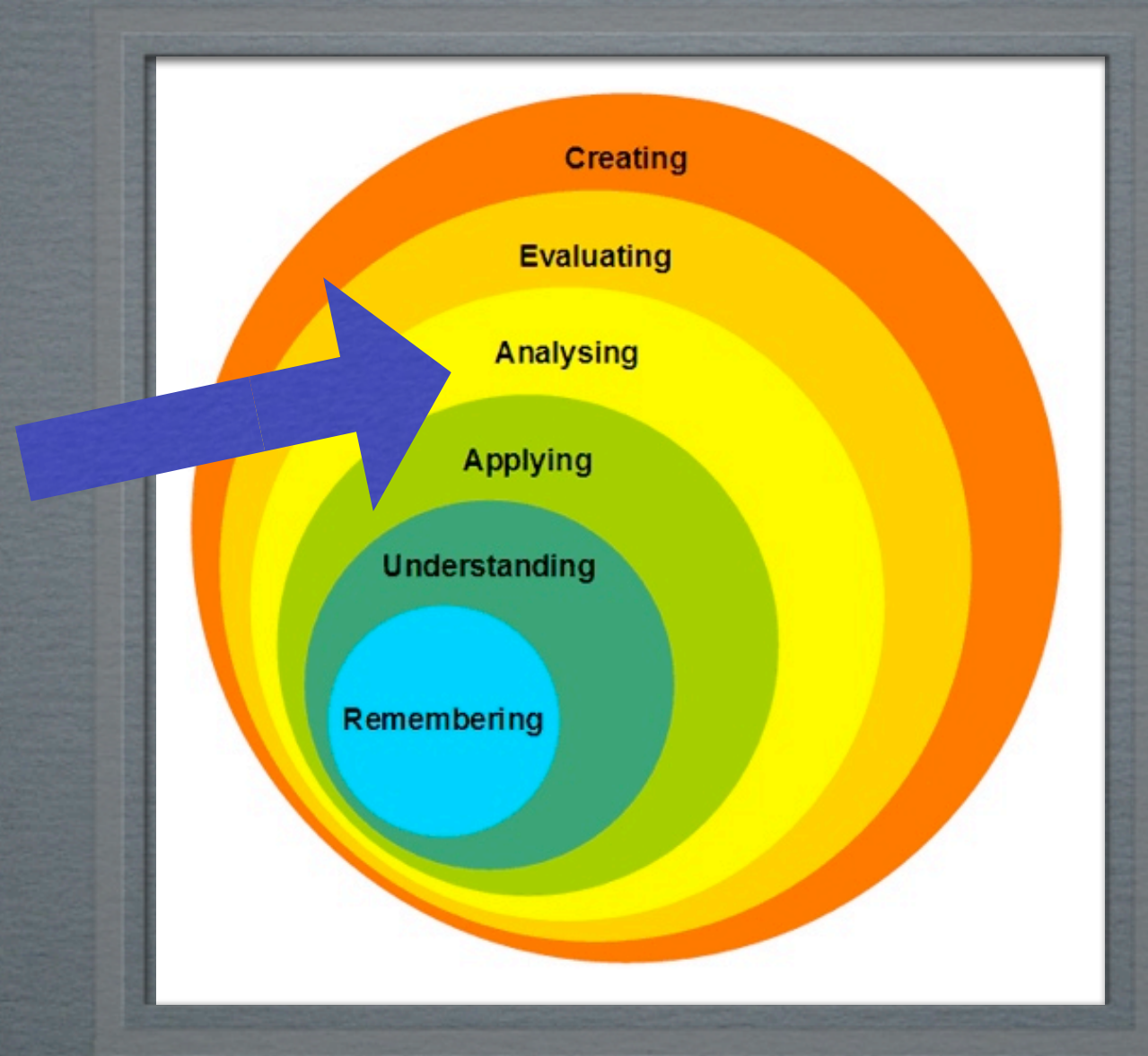
✻ Website:
www.wikispaces.com

✻ Investigate Wikispaces Projects - assign randomly or carefully your groups

✻ Extension: Use Wikispaces platform as your digital classroom

TASK 3B:

- ✻ With a new partner, investigate a digital resource with which you are unfamiliar. Create a mini-lesson that addresses the “application” domain.



DOMAIN 4: ANALYZING

STUDENTS UNDERSTAND
COMPONENT PARTS TO
BE ABLE TO COMPARE,
CONTRAST OR
CATEGORIZE
INFORMATION

4. ANALYZING (ANALYSIS) SKILLS

✻ Compare

✻ Differentiate

✻ Analyze

✻ Subdivide

✻ Classify

✻ Infer

✻ Point out

✻ Survey

✻ Distinguish

✻ Select

✻ Categorize

✻ Prioritize

21ST CENTURY APPLICATION

✱ Mashing

✱ Linking

✱ Validating

✱ Reverse Engineering

✱ Cracking

✱ Media Clipping

TRADITIONAL RESOURCES

✻ Survey

✻ Propoganda

✻ Graph

✻ Word defined

✻ Syllogism breakdown

✻ Statement identified

✻ Report

✻ Conclusion checked

✻ Questionnaire

✻ Argument

21ST CENTURY RESOURCES

✻ Survey Monkey

✻ Studiyo

✻ Slideshare

✻ 10 X 10

✻ Moodle

✻ Exploratree

✻ Adobe Premiere

✻ Create-a-graph

✻ Creately

✻ Poll Everywhere

✻ Story Starters

21ST CENTURY COMMUNICATION SPECTRUM

✻ Contributing

✻ Net meeting / Skyping /
Videoconferencing

✻ Networking

✻ Posting and Blogging

✻ Replying

✻ Questioning

✻ Reviewing

TASK 4A:

- ✻ Identify the traditional ways in which you currently use the fourth level of Bloom's Taxonomy, *Analyzing*, in your daily classroom instruction.

MINI-LESSON



✱ Objective: Create a simple survey using students' cellphones as input devices (text messaging)

✱ Website:
www.polleverywhere.com

✱ Investigate: Create a question with multiple choice answers to generate student input

✱ Extension: Integrate into your Powerpoint presentation to make your presentation interactive

TASK 4B:

- ✻ With a new partner, investigate a digital resource with which you are unfamiliar. Create a mini-lesson that addresses the “analysis” domain.

DOMAIN 5

EVALUATING



STUDENTS JUDGE
WHAT THEY HAVE
ANALYZED AND
SUPPORT THEIR
OPINIONS

ADVANCED LEVEL

QUESTIONS AND ASSIGNMENTS REQUIRE STUDENTS TO EVALUATE AND CREATE WORK SUCH AS:

- ✿ Communicate their ideas and reasoning though the correct use of concepts, symbolism, and logical thinking
- ✿ Design and apply procedures to test or solve complex, real-world situations
- ✿ Write thorough, thoughtful and extensive written responses

5. EVALUATING (EVALUATION) SKILLS

*FORMERLY AT THE TOP OF THE PYRAMID

✻ Judge

✻ Consider

✻ Relate

✻ Critique

✻ Weight

✻ Recommend

✻ Criticize

✻ Summarize

✻ Support

✻ Appraise

✻ Evaluate

✻ Compare

21ST CENTURY APPLICATION

✱ Blog Commenting

✱ Refactoring

✱ Reviewing

✱ Testing

✱ Posting

✱ Moderating

✱ Collaborating

✱ Networking

TRADITIONAL RESOURCES

✻ Conclusion

✻ Standard compared

✻ Self-evaluation

✻ Standard established

✻ Recommendation

✻ Discussion

✻ Valuing

✻ Assessment

✻ Court trial

✻ Survey

21ST CENTURY RESOURCES

✻ WordPress

✻ Wikispaces

✻ Voicethread

✻ Moodle

✻ Prezi

✻ Textorizer

✻ Glogster

✻ Tube Chop

✻ Wallwisher

✻ Dabbleboard

✻ Google+

✻ Rubistar

✻ Blogger

✻ E Portfolio / Linguafolio /
Livebinders

21ST CENTURY COMMUNICATION SPECTRUM

- ✻ Contributing
- ✻ Net meeting / Skyping /
Videoconferencing
- ✻ Networking
- ✻ Commenting
- ✻ Posting and Blogging
- ✻ Debating
- ✻ Replying
- ✻ Negotiating
- ✻ Questioning
- ✻ Reviewing

TASK 5A:

- ✻ Identify the traditional ways in which you currently use the fifth level of Bloom's Taxonomy, *Evaluating*, in your daily classroom instruction.

MINI-LESSON



✿ Objective: Create a rubric for a student project

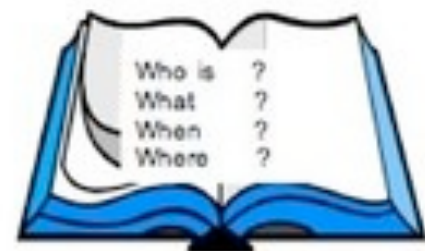
✿ Website: <http://rubistar.4teachers.org/index.php>

✿ Investigate possible rubrics for a project you already do in your classroom.

✿ Extension: Have students create their own rubrics for self-assessment or to evaluate each other's projects

TASK 5B:

- ✿ With a new partner, investigate a digital resource with which you are unfamiliar. Create a mini-lesson that addresses the “evaluation” domain.



Remembering



Understanding



Applying



Analyzing



Evaluating



Creating

DOMAIN 6:

C R E A T I N G



STUDENTS CREATE AND/
OR GATHER PIECES OF
INFORMATION TO FORM A
NOVEL THOUGHT, IDEA,
PRODUCT OR
PERSPECTIVE

6. CREATING (SYNTHESIS) SKILLS

✻ Compose

✻ Construct

✻ Originate

✻ Produce

✻ Hypothesize

✻ Plan

✻ Develop

✻ Create

✻ Design

✻ Invent

✻ Combine

✻ Organize

21ST CENTURY APPLICATION

✻ Programming

✻ Wiki-ing

✻ Filming

✻ Publishing

✻ Animating

✻ Videocasting

✻ Blogging

✻ Podcasting

✻ Video Blogging

✻ Directing

✻ Mixing / Re-mixing

✻ Broadcasting

TRADITIONAL RESOURCES

✻ Play

✻ Game

✻ Experiment

✻ Song

✻ Alternative action

✻ Machine

✻ Hypothesis

✻ Article

✻ Formulation

✻ Invention

✻ Book

✻ Report

✻ Set of standards

✻ Set of rules

21ST CENTURY RESOURCES

✿ iTunes / Garage Band

✿ Mixbook

✿ Movie Maker / iMovie

✿ MagMyPic

✿ Voki

✿ Glogster

✿ Voicethread

✿ Moodle

✿ Animoto

✿ Fractured Fairytales

✿ XtraNormal

✿ Museum Box

✿ Prezi

✿ LetterPop

✿ Protagonize

✿ Wix

21ST CENTURY COMMUNICATION SPECTRUM

- ✻ Contributing
- ✻ Networking
- ✻ Posting and Blogging
- ✻ Replying
- ✻ Questioning
- ✻ Reviewing
- ✻ Net meeting / Skyping / Videoconferencing
- ✻ Commenting
- ✻ Debating
- ✻ Negotiating
- ✻ Moderating
- ✻ Collaborating

TASK 6A:

- ✻ Identify the traditional ways in which you currently use the sixth level of Bloom's Taxonomy, *Creating*, in your daily classroom instruction.

MINI-LESSON



- ✱ Objective: Create a talking avatar for your webpage, wiki or blog

- ✱ Website:
www.voki.com

- ✱ Investigate the voki options, including language options

- ✱ Extension: Create a listening comprehension activity for your students using Voki on your virtual classroom page

TASK 6B:

- ✻ With a new partner, investigate a digital resource with which you are unfamiliar. Create a mini-lesson that addresses the “synthesis” domain.

QUESTIONING

TECHNIQUES

USING

BLOOM'S

TAXONOMY



Student/Teacher Level of Engagement Rubric

Source: Learning Pyramid, Technical Assistance Visit Guide for Ohio HSTW sites

